

Agricultural Advances in Ancient Civilizations

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

Special thanks to **Heal the Bay,** sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

Office of Education and the Environment
1001 | Street • Sacramento, California 95812 • (916) 341-6769
http://www.calepa.ca.gov/Education/EEI/

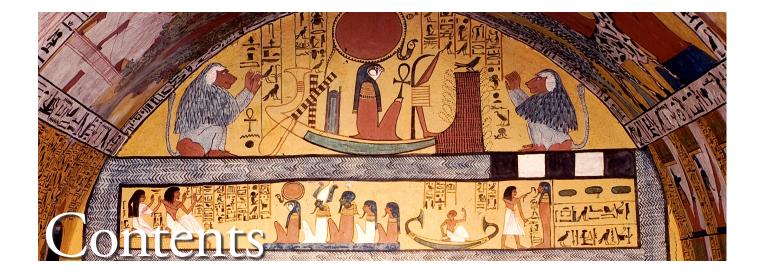
© Copyright 2010 by the State of California

All rights reserved.

This publication, or parts thereof, may not be used or reproduced without permission from the

Office of Education and the Environment.

These materials may be reproduced by teachers for educational purposes.



Lesson 1 The Power of Agriculture

None required for this lesson.

Lesson 2 Radical Revolution: Ancient Agricultural Advancements

None required for this lesson.

Lesson 3 Subsistence to Surplus

None required for this lesson.

Lesson 4 Crowding Out the Crops

Crowding Out the Crops Role Cards 2

Lesson 5 Sinking Civilizations

None required for this lesson.

Assessments

Agricultural Advances in Ancient Civilizations—Traditional Unit	
Assessment Master	,
Cities Grow From Agriculture—Alternative Unit Assessment Master)



Farmer



Artisan



Decision Maker



Villager



Family Member



City Dweller

	Name:
	ort 1 structions: Select the best answer and circle the correct letter. (2 points each)
1.	Two of the earliest types of writing in the ancient world were a. pictograms and characters b. letters and numbers c. hieroglyphics and cuneiform d. clay tablets and painting
2.	Which of the following correctly describes how ancient cities grew? a. harvest, surplus, irrigation, civilization, population growth b. population growth, harvest, irrigation, surplus, civilization c. civilization, irrigation, harvest, population growth, surplus d. irrigation, harvest, surplus, population growth, civilization
3.	Which of the following is the name archeologists gave to the place where agriculture first developed? a. The Fertile Crescent b. The Nile River Valley c. The Floodplain d. The Great Central Valley
4.	When salt builds up in the soil it is called a. arable land b. salinization c. irrigation d. drought
5.	Which of the following inventions did not help increase agricultural production? a. sickle b. plow c. potter's wheel d. shaduf
6.	Ancient farmers used seasonal cycles to a. choose the best way to irrigate their crops b. wash away soil c. decide how much food to grow d. predict planting and harvesting times

ided.
i

Agricultural Advances in Ancient Civilizations

Traditional Unit Assessment Master | page 3 of 4

	Name:
2.	How does agriculture affect natural systems? (5 points)
3	
0.	Write two sentences explaining how ancient communities changed as they moved from subsistence agriculture to cities. (5 points each)
0.	
0.	subsistence agriculture to cities. (5 points each)
0.	subsistence agriculture to cities. (5 points each)
	subsistence agriculture to cities. (5 points each)
	subsistence agriculture to cities. (5 points each)
	Subsistence agriculture to cities. (5 points each) Type of community:
	subsistence agriculture to cities. (5 points each)
	Subsistence agriculture to cities. (5 points each) Type of community:
	Subsistence agriculture to cities. (5 points each) Type of community:
	Subsistence agriculture to cities. (5 points each) Type of community:

Agricultural Advances in Ancient Civilizations

Traditional Unit Assessment Master | page 4 of 4

Name	e:
Farming methods:	
Division of labor:	
Division of labor.	
Decision making:	
Decision making.	

Name:	
-------	--

Instructions: The important events in the chart on the next page need to be put in order, need examples, and need a picture or drawing of some kind to describe them. Your job is to complete the chart with all that you know and have learned about the beginnings of agriculture and the emergence of cities as centers of culture and power.

Follow these steps to complete the assignment:

- Number the events to show the order in which they occurred, starting with 1 (as the earliest). (1 point each)
- Give two examples for each event. (2 points each)
- Draw a picture of each event. (5 points each)

|--|



Event or Situation	Examples	Illustration (Picture)	
#			
# The development of new farming and irrigation tools resulted in a surplus of agricultural products.			
#Early humans learned more about natural systems and used this knowledge to develop new agricultural techniques.			Name: _
# As humans settled in cities and populations grew, they had to import food and other goods from farther away.			
#			





California Education and the Environment Initiative

